



BOULDER BLUFF ELEMENTARY

400 Judy Drive
Goose Creek, SC 29445

Grades	PK-5 Elementary School	
Enrollment	648 Students	
Principal	Diane White	843-553-1223
Superintendent	Dr. Anthony Parker	843-899-8600
Board Chair	Kathy Schwalbe	843-573-7794

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Good	Excellent
2008	Average	Below Average
2007	Average	Average
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

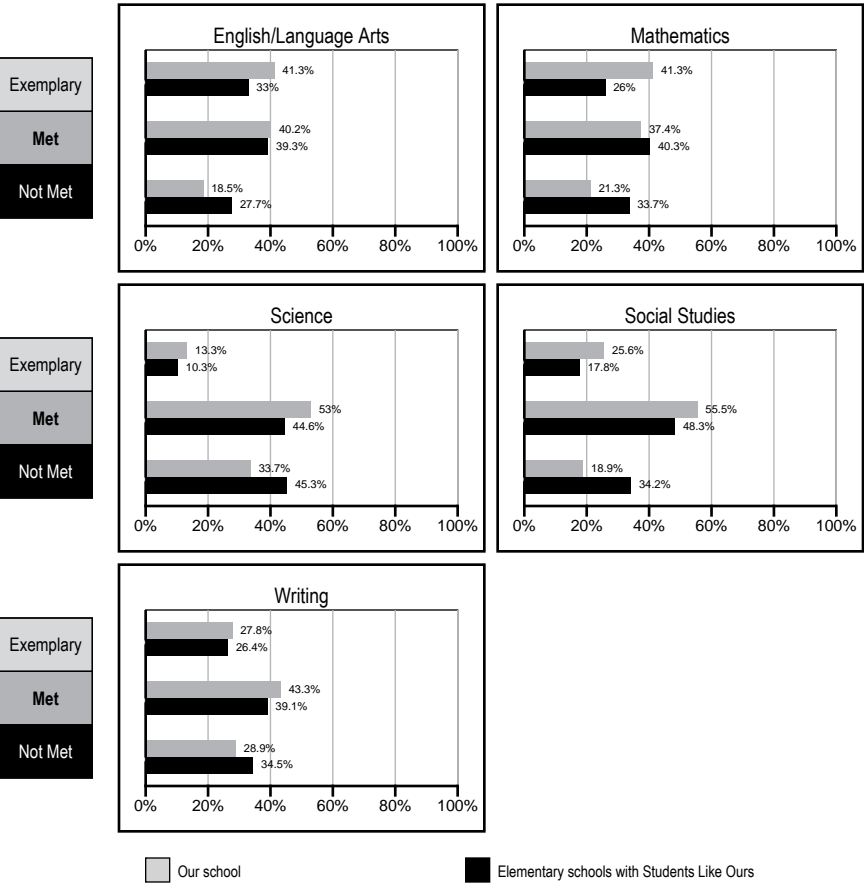
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	91	19	3

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=648)				
First graders who attended full-day kindergarten	98.3%	Down from 100.0%	100.0%	100.0%
Retention rate	3.5%	Up from 2.9%	1.6%	1.2%
Attendance rate	96.0%	Down from 96.5%	95.7%	96.1%
Eligible for gifted and talented	12.1%	Up from 6.2%	8.7%	11.7%
With disabilities other than speech	11.8%	Up from 11.1%	9.0%	8.0%
Older than usual for grade	0.2%	Down from 0.8%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	61.4%	Down from 64.3%	60.0%	60.5%
Continuing contract teachers	75.0%	Up from 71.4%	84.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.6%	Up from 76.5%	86.4%	87.0%
Teacher attendance rate	95.4%	Up from 94.7%	95.0%	95.4%
Average teacher salary*	\$45,364	Down 1.3%	\$46,685	\$47,288
Professional development days/teacher	22.0 days	Up from 11.0 days	11.1 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 19.9 to 1	19.2 to 1	19.2 to 1
Prime instructional time	90.7%	Up from 90.1%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$7,282	Up 11.0%	\$7,722	\$7,548
Percent of expenditures for instruction**	62.1%	Down from 67.0%	67.8%	68.7%
Percent of expenditures for teacher salaries**	58.1%	Down from 59.6%	64.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Boulder Bluff students continue to show continuous learning gains as we refine our schoolwide focus on individual growth through Response to Instruction (RTI). Students receive extra assistance within the classroom on reading and math skills. Students for whom the classroom intervention is not enough receive additional services. These may include Reading Interventionist, Compass ASSIST Lab, PALS, or Head Sprout.

Teachers continue Professional Learning Communities (PLC) collaboration to sharpen the effectiveness of instructional strategies to improve student learning. Teacher teams work to insure every student develops the skills to be successful. We completed our second year of Positive Behavior Incentives and Support (PBIS). We focus our attention on teachers, parents, and the student understanding our behavior expectations. With these expectations clearly stated and taught, students are recognized and rewarded for exhibiting the behaviors. Boulder Bluff is a positive environment that supports all areas of growth.

Our school is proud to be recognized with the Palmetto Gold for overall student achievement this year and with the Palmetto Silver award for closing the achievement gap. The Boulder Bluff PTO, School Improvement Committee, and Title I Planning Team continue to help guide our plan for continuous improvement.

Diane White, Principal
Laurie Douty, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	89	59
Percent satisfied with learning environment	87.2%	80.7%	86.2%
Percent satisfied with social and physical environment	84.6%	78.4%	84.7%
Percent satisfied with school-home relations	61.5%	85.4%	82.8%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	298	98.7	18	39.8	42.1	92	85.9	83.5	Yes	Yes
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Gender

Male	158	98.1	23.6	38.9	37.5	90.3	81.9	80.1	N/A	N/A
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Female	140	99.3	11.1	41	47.9	94	90.1	87	N/A	N/A
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Racial/Ethnic Group

White	138	99.3	15.4	32.5	52	95.1	89.8	89.6	Yes	Yes
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African American	127	97.6	21.1	47.7	31.2	88.1	79.3	74.6	Yes	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.4	92.7	I/S	I/S
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Hispanic	24	100	22.7	36.4	40.9	90.9	82.4	79.6	I/S	I/S
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American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	86.4	85.1	I/S	I/S
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Disability Status

Disabled	57	93	43.8	41.7	14.6	72.9	57.2	51.7	Yes	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	20	100	15.8	36.8	47.4	89.5	83.3	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	228	98.3	21.5	41.5	36.9	89.7	81.2	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	298	98.7	20.7	38.7	40.6	88.9	83.5	80.4	Yes	Yes
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Gender

Male	158	98.1	22.2	36.8	41	86.1	81.1	78.4	N/A	N/A
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Female	140	99.3	18.8	41	40.2	92.3	86	82.5	N/A	N/A
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Racial/Ethnic Group

White	138	99.3	11.4	39	49.6	91.9	88	87.8	Yes	Yes
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African American	127	97.6	33	40.4	26.6	83.5	75	69.3	Yes	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
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Hispanic	24	100	18.2	31.8	50	95.5	83.4	78.3	I/S	I/S
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American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	88.6	83.2	I/S	I/S
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Disability Status

Disabled	57	93	54.2	41.7	4.2	58.3	50	46.1	Yes	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	20	100	5.3	36.8	57.9	100	85.4	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	228	98.3	26.2	36.9	36.9	85.6	78	72.8	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	192	99	33.5	52.7	13.8	66.5	69.8	67.3
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Gender

Male	104	100	33	51.5	15.5	67	69.3	66.9
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Female	88	97.7	34.3	54.3	11.4	65.7	70.3	67.7
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Racial/Ethnic Group

White	90	98.9	21.5	57	21.5	78.5	78.8	79.6
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African American	84	98.8	45.9	48.6	5.4	54.1	54.4	49.7
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83	84.4
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Hispanic	11	100	I/S	I/S	I/S	I/S	64.4	59.4
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American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	65.4	69.5
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Disability Status

Disabled	36	94.4	66.7	30	3.3	33.3	35	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	65.8	58.6
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Socio-Economic Status

Subsidized meals	144	98.6	38.8	48.8	12.4	61.2	60.2	55.4
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Social Studies

All Students	191	99	18.6	56.3	25.1	81.4	73.4	70.9
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Gender

Male	96	99	13.8	55.2	31	86.2	72.2	70.1
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Female	95	99	23.8	57.5	18.8	76.3	74.7	71.7
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Racial/Ethnic Group

White	92	98.9	18.3	45.1	36.6	81.7	78.7	79.2
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African American	75	100	20.6	66.7	12.7	79.4	63.8	58.4
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	83.3	86.8
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Hispanic	19	94.7	11.8	70.6	17.6	88.2	72.9	68
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71	71.2
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Disability Status

Disabled	32	93.8	N/A	N/A	N/A	55.6	41.9	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	16	93.8	6.7	73.3	20	93.3	70.8	68
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Socio-Economic Status

Subsidized meals	146	99.3	21.4	57.9	20.6	78.6	66	60.8
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Abbreviations for Missing Data

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N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	301	95.4	28.9	43.3	27.8	71.1	72.9	72.1	96	96.2
Gender										
Male	163	95.7	35.1	39.9	25	64.9	65.6	65.2	96.2	96.1
Female	138	94.9	20.9	47.8	31.3	79.1	80.7	79.2	95.8	96.2
Racial/Ethnic Group										
White	137	95.6	26.2	35.2	38.5	73.8	78.3	80.8	95.4	95.7
African American	130	94.6	35.5	45.5	19.1	64.5	64	59.7	96.7	96.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.7	87	94.9	97.2
Hispanic	27	96.3	16.7	66.7	16.7	83.3	65.4	64.6	96.3	96.5
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	84.1	73.4	97.3	95.3
Disability Status										
Disabled	59	78	70.5	22.7	6.8	29.5	30.3	27.7	94.7	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	22	95.5	14.3	66.7	19	85.7	67.1	63.7	96.4	96.8
Socio-Economic Status										
Subsidized meals	227	95.2	32.1	44.4	23.5	67.9	65.2	61.9	95.9	95.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	105	99.1	10.3	27.8	61.9	89.7
	4	100	100	21.7	46.7	31.5	78.3
	5	83	100	9.3	53.3	37.3	90.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	107	99.1	18.9	20	61.1	81.1
	4	91	97.8	10.3	52.6	37.2	89.7
	5	100	99	23.9	50	26.1	76.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	105	100	19.4	38.8	41.8	80.6
	4	100	100	18.5	44.6	37	81.5
	5	83	100	21.3	57.3	21.3	78.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	107	99.1	22.1	25.3	52.6	77.9
	4	91	97.8	14.1	43.6	42.3	85.9
	5	100	99	25	48.9	26.1	75
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	55	100	37.3	35.3	27.5	62.7
	4	100	100	25	65.2	9.8	75
	5	41	100	24.3	62.2	13.5	75.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	57	98.3	49	32.7	18.4	51
	4	88	100	22.1	67.5	10.4	77.9
	5	47	97.9	36.6	48.8	14.6	63.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	50	100	17	51.1	31.9	83
	4	100	100	15.2	55.4	29.3	84.8
	5	42	100	7.9	57.9	34.2	92.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	50	100	13.3	55.6	31.1	86.7
	4	89	100	11.5	61.5	26.9	88.5
	5	52	96.2	36.4	47.7	15.9	63.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	104	98.1	25.8	38.1	36.1	74.2
	4	102	98	36.2	44.7	19.1	63.8
	5	80	98.8	18.9	45.9	35.1	81.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	112	95.5	27.3	31.3	41.4	72.7
	4	92	94.6	33.3	47.4	19.2	66.7
	5	97	95.9	26.7	53.5	19.8	73.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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